

## CHAPTER 10 CAREER GUIDANCE IN SCHOOLS

### I. Placement as Part of Career Planning

- The integration of career planning and placement services in many educational institutions has slowly evolved over the last three decades.
  - As a result of the changing mission in educational institutions it has been suggested that the word placement should be eliminated as part of the name of the center where career services are offered.
  - Now more emphasis is placed on pre-placement services like general information on educational programs, outreach programs, cooperative education/internships, part-time jobs, & computerized guidance & information systems.
  - *Career centers* is a more appropriate name for locations that provide career-related services in addition to placement
- A. The Role of Placement in Senior High School
1. A major component involves job listings from local, state, regional, national, and international sources.
  2. A cooperative venture between the school, the business community, and federal & state agencies is essential in developing local sources of job listings. One of the most effective is the community advisory committee.
  3. Chamber of commerce, local service clubs, federal & state agencies, and professional & personnel organizations are excellent resources for developing a local career advisory committee.
  4. A local listing of local full-time & part-time jobs also enhance the popularity of the career planning & placement office.
  5. Programs that enhance the transition from school to work should be a continuation of career guidance programs. Topics that should be included are:
    - a) Interview preparation
    - b) Resume' writing
    - c) Locating job information
    - d) Applying for a job
    - e) Knowing if you are qualified

#### **D) Finding the right job**

6. Computer-assisted career guidance programs provide up-to-date job market information.
7. Career planning and placement should be an ongoing program for students in various levels of secondary education with the placement function playing a vital role in student services.

#### **B. Placement by State Employment Agencies**

1. State employment agencies consist of a network of local offices in cities and rural areas across the nation.
2. They are based on federal and state partnerships with the US employment Services providing national guidelines for operational procedures.
3. A job bank is a listing of all job orders compiled daily within each state. It is one of the principal sources of job information.
4. Microfiche copies are distributed daily to all authorized users and all state employment offices. Offices with computer terminals have direct access to the job bank. This information is available to all job seekers who are required to fill out an application & be interviewed before they are given access to the job bank.
5. Functions of state employment agencies are to help the unemployed find work & to provide employers with qualified applicants for job orders. Many state agencies divide their services into two categories.
  - a) Placement for job seekers
  - b) Services to employers
6. Job placement is the focus of state employment agencies, although career counseling is available upon request. They also administer assessment instruments that are typically used in career counseling, such as aptitude & achievement tests.
7. Employment opportunities are quickly available to job seekers who need immediate placement.

## **II.**

### **Career Education**

- A new concept of education that emerged in the 1970's specifically addresses career development, attitudes, and values in addition to traditional learning.
- This concept focuses on relationships between traditional educational programs & the world of work.
- The major purpose of career education is to prepare each individual for living & working in our society.

- Career education programs are not simply additional courses added to traditional curricula but are actually infused into existing curricula.

#### A. Career Education Collaboration and Infusion

1. Collaboration is the cooperative effort of educators, the family, the work force of the community, and governmental agencies that implement career education programs.
2. Increased cooperation between school & community enhances & increases opportunities for work experience programs & on-site visits, & promotes the mutual advantages of job placement arrangements.
3. Family members & individuals from the business community are very valuable as career role models who can participate in classroom activities.
4. Career education infusion is the idea of integrating career development concepts into existing curricula. It requires that teachers expand their current educational objectives to include career-related activities & subjects. Teaching decision-making skills can be infused with traditional academic courses. For example, a term project in a history class involves decisions, such as specifying the goals of the project, determining the possible approaches and selecting the best one.
5. Proponents of career education infusion contend that formal attention should be given to career-related skills & tasks.

#### B. Elementary School

1. Assisting elementary school teachers to conceptualize the role of career education infusion is a fundamental task for the career counselor.
2. Career counselors advocate career education concepts by emphasizing that learning modules infused in formalized instruction foster greater self-awareness, knowledge of occupational roles, & an understanding of the purpose of work in our society.
3. Teachers play an important role in career guidance programs.
4. An exercise could be answering a job advertisement
  - a) Students can look at local want ads and discuss their interests.
  - b) Research an occupation and do a report.

#### C. Junior High School

1. A shift of emphasis from general knowledge of work roles to more specific learning activities.

2. To differentiate individual characteristics & to identify broad occupational areas of interest are goals to foster.
3. Awareness of self in relation to personal interests, values, abilities, & personal characteristics is an important objective during this developmental period.
4. Planning & decision making skills are emphasized.
5. Text example is the Chamber of Commerce Exercise.
  - a) The class is divided into groups & each group is a Chamber of Commerce for a Republic of South America. Individuals assume different responsibilities, afterwards they discuss how their responsibilities were like responsibilities they might have in a job.

#### D. High School

1. Career preparation in high school requires intensive self-awareness exploration.
2. An important goal is to help students crystallize self-concepts. Career education infusion modules are designed to help students become more aware of their aptitudes, interests, values, & lifestyle preferences.
3. Development of planning skills for future educational & vocational choices also involves a multitude of learning activities & guidance programs.
4. Decision-making skills & knowledge of occupations & job placement are key factors to emphasize in career education infusion.
5. The example in the text is called Decision-Making in Literature.
  - a) After reading "The Road Not Taken" by Robert Frost the class can discuss the importance of decision making.

NOICC

I. The National Occupational Information Coordinating Committee (NOICC).

A. Competencies and Indicators - guides to help counselors plan strategies for each subgroup for each school level, K-12.

*follow: PAGE 7*

1. Self-Knowledge
2. Educational and Occupational exploration
3. Career Planning

II. School Level

A. Elementary School Students

1. Self-Knowledge
  - a. Competency I: Knowledge of the importance of self-concept.
  - b. Competency II: Skills needed to interact with others
2. Educational and Occupational Exploration
  - a. Competency III: Awareness of the importance of growth and change.
  - b. Competency IV: Awareness of the benefits of educational achievement.
  - c. Competency V: Awareness of the relationship between work and learning.
  - d. Competency VI: Skills needed to understand and use career information.
  - e. Competency VII: Awareness of the importance of personal responsibility and good work habits.
  - f. Competency VIII: Awareness of how work relates to the needs and functions of society.
3. Career Planning
  - a. Competency IX: Understanding how to make decisions.
  - b. Competency X: Awareness of the interrelationship of life roles.
  - c. Competency XI: Awareness of different occupations and changing male/female roles.

d. Competency XII: Awareness of the career planning process.

B. Middle/Junior High School Student

1. Self-Knowledge

- a. Competency I: Knowledge of the influence of a positive self-concept.
- b. Competency II: Skills needed to interact with others.
- c. Competency III: Knowledge of the importance of growth and change.

2. Educational and Occupational Exploration

- a. Competency IV: Knowledge of the benefits of educational achievement to career opportunities.
- b. Competency V: Understanding the relationship between work and learning.
- c. Competency VI: Skills needed to locate, understand and use career information.
- d. Competency VII: Knowledge of skills necessary to seek and obtain jobs.
- e. Competency VIII: Understanding how work relates to the needs and functions of the economy and society.

3. Career Planning

- a. Competency IX: Skills needed to make decisions.
- b. Competency X: Knowledge of the interrelationship of life roles.
- c. Competency XI: Knowledge of different occupations and changing male/female roles.
- d. Competency XII: Understanding the process of career planning.

C. High School Student

1. Self-knowledge

- a. Competency I: Understanding the influence of a positive self-concept.
- b. Competency II: Skills needed to interact positively with others.
- c. Competency III: Understanding the impact of growth and development.

2. Educational and Occupational Exploration

- a. Competency IV: Understanding the relationship

*cognitive  
level of the  
individual is  
getting higher.*

between educational achievement and career planning.

- b. Competency V: Understanding the need for positive attitudes toward work and learning.
  - c. Competency VI: Skills needed to locate, evaluate, and interpret career information.
  - d. Competency VII: Skills needed to prepare to seek, obtain, maintain, and change jobs.
  - e. Competency VIII: Understanding how societal needs and functions influence the nature and structure of work.
- 3. Career Planning
    - a. Competency IX: Skills needed to make decisions.
    - b. Competency X: Understanding the interrelationship of life roles.
    - c. Competency XI: Understanding the continuous changes in male/female roles.
    - d. Competency XII: Skills needed in career planning.

### III. NOICC's Projects

- 1. The Improved Career Decision Making Program.
  - a. Competency-based model to help counselors increase their knowledge and use of labor market information in Career Counseling.
- 2. Career Information Deliver System
  - a. Analyzes economic and demographic changes that will effect the workforce and how the CIDS can be improved.

### IV. Sex-Role Stereotyping

- 1. Role Models
- 2. Interviews with working women
- 3. Review biographies of working women
- 4. Mentoring with women workers
  - a. can find equal opportunity
  - b. can effectively assume leadership roles

### V. Career Videos

- 1. For educational purposes - (look in book, pg. 238)

***Pam McGarry***  
***Chapter 10 Outline***

**Strategies for Implementing Career Development Guidelines, p. 238:**

According to our text Splette and Stewart (1990) made the following recommendations for how competencies could be achieved a various levels after they reviewed the ERIC database between 1980 and 1990:

**Elementary School**

More parents and community persons should be involved in presenting career information; increased attention should be given to self-knowledge activities, especially those that relate to the development of a positive self-concept; and use of media should be increased which includes computer programs as well as videos and film.

**Middle/Junior High School**

Place more emphasis on self-knowledge; get business persons involved with educational and occupational exploration and career planning; increase attention to the benefits of education achievement; and emphasize skills necessary to seek and obtain jobs.

**High School**

Emphasize activities related to awareness of interrelationship of life roles; understanding the relationship of work to the economy and how work influences lifestyle; and find opportunities for students to improve skills to interact with others.

According to our text:

The strength of the NOICC competency based program models is that they describe goals and objectives in terms of specific tasks. These competencies also lend themselves quite readily to task statements and activities devised to develop the skills necessary to complete the task. And perhaps even most important criteria for successful task performance can be specifically defined.

NOICC established the National Career Development Training Institute (CDTI) in 1992.

The CDTI's major responsibility has been to design career development training programs for states to use in training the personnel who help students and adults acquire career planning skills and make career decisions.

**Government Sponsored Programs: Planning for the Future, p. 239-243:**

According to our text "In the late 1980's, the Department of Labor formed the Secretary's Commission on Achieving Necessary Skills (SCANS) to determine the level of skills required to enter employment. Specifically, SCANS was to define the skills needed for employment; propose acceptable levels of proficiency; suggest effective ways to assess proficiency; and develop a dissemination strategy for the nation's schools, business and homes".

According to our text the commission gathered information through interviewing workers, business owners, public employers, and unions and concluded that:

- Good jobs increasingly depend on people who can put knowledge to work.
- Young people in general leave school without the knowledge or foundation required to find and hold jobs.
- Labeled job performance as Workplace know-how: competency and foundation.



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Ch. 10 pt. 2

### Five Identified Competencies America 2000

1. Resources—Identifies, organizes, plans, and allocates resources.
2. Interpersonal—works with others.
3. Information—acquires and uses information.
4. Systems—understands complex interrelationships.
5. Technology—works with a variety of technologies.

### Three-Part Foundation for America 2000:

1. Basic Skills—reads, writes, performs arithmetic and mathematical operations, listens, and speaks.
2. Thinking Skills—thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons.
3. Personal Qualities—Displays responsibility, self-esteem, sociability, self-management, integrity and honesty.

### Apprenticeship and the Future of the Work Force

According to our text:

...The U.S. Department of Labor has established a committee on apprenticeship. Like other work-based learning, training under the supervision of a master worker is a desirable learning experience. Building technical skills and observing how technical tasks relate to theoretical knowledge and interpretation is a major advantage of apprenticeship.

The Federal Committee on Apprenticeship suggests training strategies with the following eight essential components.

1. Apprenticeship is sponsored by employers and others who can actually hire and train individuals in the workplace, and it combines hands-on training.
2. Key details of apprenticeship programs—training content length of training and actual employment setting.
3. Apprenticeship has a specific legal status and it's regulated by federal and state laws.
4. Apprenticeship leads to a Certificate of Completion and journey person status.
5. Apprenticeship generally requires a significant investment of time and money on the part of employers or other sponsors.
6. Apprenticeship provides wages to apprentices during training according to predefined wage scales.
7. Apprentices learn by working directly under master workers in their occupations.
8. Apprenticeship involves both written agreements and implicit expectations. Written agreements specify the roles and responsibilities of each party; implicit expectations include the right of program sponsors to employ the apprentice, recouping their sizable investment in training, and the right of apprentices to obtain such employment.

Apprenticeships are independent of vocational-technical education programs, tech-prep programs and cooperative education. They produce fully trained journey persons with the skills needed to perform effectively in the workplace. The concept of apprenticeship is important in meeting the ever and fast changing technical needs of the workplace....(Career Counseling, Zunker, 1998).

Gov't set the  
standard  
Guidelines

Comprehensive School Guidance Programs

- \* Gysbers and Henderson developed plans that played an important role in designing, implementing, and evaluating a comprehensive school guidance program.
- \* All staff members are involved (i.e. administrators, community members, and parents.
- \* The objective is the development of individualized students.
- \* Gysbers and Henderson suggest that this approach offers "a full commitment to surveying current guidance programs within a district; establishing students' needs; establishing plans, activities, and staff to meet those needs; and recognizing that a comprehensive guidance program is an equal partner with other educational programs."
- \* Life skill developmental domains include:
  1. Self-knowledge and interpersonal skills
  2. Life roles, settings, and events
  3. Life career planning
  4. Basic studies and occupational preparation
- \* Counselors are involved in teaching, team teaching, and supporting teachers.

- \* Advantages of this program include: its comprehensive nature, the involvement of school members, community members, and parents, the evaluation of student outcomes, professional effectiveness, and program design, and the recognition to all aspects of life are interrelated and important.

Planning for Life Strategies

- \* Sponsored by the U.S. Army Recruiting Command
- \* Objectives of the Planning for Life Program include:
  1. Clarity of purpose is the sharing of the purposes of the program with school, family, business, and community.
  2. Commitment suggests that an investment of resources from all parts of the community is essential.
  3. Comprehensiveness ensures that the program addresses all participants in the community with all career and educational opportunities.
  4. Collaboration refers to the degree to which schools, family, business, and community share program ownership.
  5. Coherence is the term used to make certain that there is a documented plan for all students, and to see that specific assistance and program assessment is provided.
  6. Coordination is the degree to which the program is